# CAMPING MAGAZINE

OFFICIAL PUBLICATION - AMERICAN CAMPING ASSOCIATION



A Camper with a Camera 

Wildlife vs. Camper 

Cookouts Simplified

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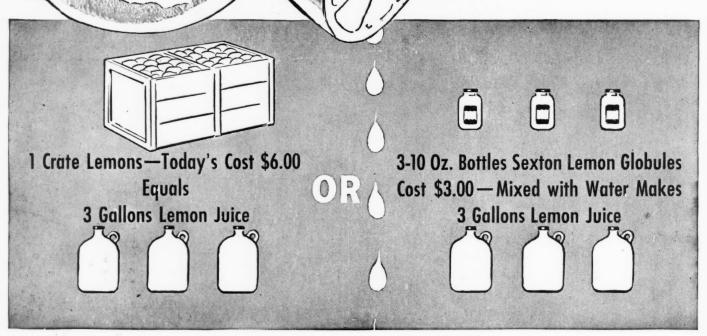
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June, 1948

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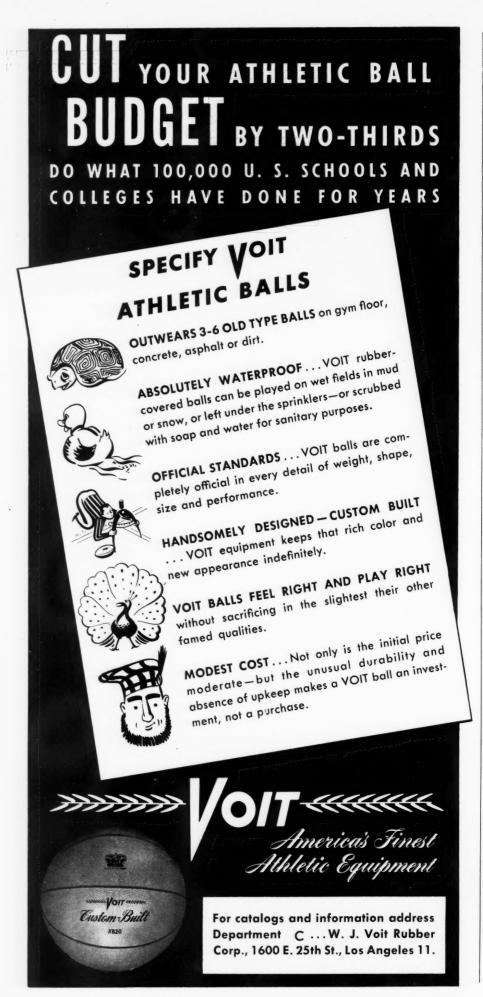
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## **Sidelights**

With this issue we wind up another pre-camp publishing season. We hope you have enjoyed "Camping Magazine" this year as much as we have enjoyed working on it, and that you will be looking forward to your next issue in November.

Magazine publishing has often been compared to a three-legged stool. The three legs are editorial material, circulation and advertising. As in the case of the stool, which is useless if any of its legs is removed, it has been amply demonstrated that magazines also cannot long continue their usefulness (except in the case of a very small number of mass circulation publications) if any of the three legs is weakened or removed.

The value of good editorial material is well-known to all of us, and the desirability of widely circulating this material among interested people is unquestioned. It is our view that publication advertising also is a definite public service.

None of us, however much we may depend on the products of the natural environment of our camp situation, can operate our camps without some assistance from manufactured products, be they foods, equipment or supplies. Thus, we consider it one of our unique privileges, as publishers of "Camping Magazine," to bring you each month the advertisements of firms selling to camps.

Untrustworthy advertising, of course, is not a public service. For that reason neither "Camping Magazine" nor any other reputable publisher will knowingly accept advertising that is untrustworthy. Naturally, we cannot guarantee that camp directors will never have a misunderstanding with any of the honorable business firms using our advertising columns, just as we cannot guarantee the hour or the day on which rain will fall.

We hope you will read the advertisements in each issue of your publication, consider the merits of the products and services offered, and then exercise your right of free choice to select for purchase those items which seem best to fit your own particular situation and need.

Howard Galloway

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343 S. Dearborn St., Chicago

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# CAMPING

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Opportunities are unlimited for a camper with a camera to capture the spirit of outdoor life Excellent pictures like these taken at Camp Greentops come with persistence and imagination



## A Camper with a Camera

Don't be a perfectionist in introducing your campers to the magic of taking pictures, advises this expert in camp photography

By Douglas Haskell, Director, Camp Greentops

HILDREN at camp, following their own desires, like to use their cameras for fun and in order to keep all sorts of records. A camper without a camera is condemned to live on half his memory. He will not be able to recall in later years the days of his greatest youthful exuberance. If there ever seems to be a shortage of subjects, there is something radically wrong with the camp and its counselors.

The first appeal of photography to youngsters lies, undoubtedly, in its magic—in the incredible fact that a single, quick click will preserve a scene, in all its detail, forever; that a blank piece of white paper, laid in "magic water" comes up with a picture. This element of magic and mystery should never be lost out of the photographic experience. Even a mature photographer, to whom the processes are entirely familiar, finds that the mystery has not disappeared but only shifted and deepened as he contemplates what an image is and what can be done with it.

The shrewd camp director will therefore seek out for a photographic counselor one who has the great gift of teaching by the logic of appetite, stimulated by discovery, and not the logic of routine which deadens what it touches; and, above all, the director will seek a counselor who can help the child avoid unnecessary disappointment.

The steps required to forestall unnecessary disappointment begin with preliminary planning before the camp ever opens. From our better than 15 years' exper-

ience with photography at Treetops, we know, for example, that a certain proportion of the parents will send young beginners to camp with cameras that will stump them. We have therefore accumulated in the way such things accumulate, a supply of box cameras of our own to lend to such children.

Again, we know that many parents will send children with ultraspeed film of panchromatic type. This film will only "burn up" box cameras in our open, sunny situation, and beginners cannot learn to develop with it, because it requires total darkness. therefore arrange to trade such film or sell it to counselors and advanced campers, in exchange for the slower orthochromatic ("Verichrome") type which children can learn to handle. If our camp were in the deep woods, we might have to let beginners use this fast pan film in order to assure a picture, and we would have to get it developed for them.

On the first field trip with beginners, it is unwise to delay the start by teaching neophytes to load their cameras. That would be the logic of routine, not the logic of stimulating appetite. Our main objective is to get actual pictures taken as soon as possible -so that picture taking may never seem circumstantial or formidable. The counselor therefore checks the loading of those who have learned, loads for the others himself. Loading is something they will all want to learn later, and it can be taught with spoiled or outdated film some rainy day indoors.

On that first field trip, there are only a few fundamentals to which we can afford to pay attention: how to hold the camera, how to stand with respect to the sun, how to make a steady click—and then to wind unfailingly right after the picture has been taken. On our first trip we don't worry too much about standing near the subject or far away and we don't mind if the subject's hands or feet get cut off in the image, so long as the picture shows a face. The camper himself is not ready yet to notice these flaws. This time, if he captures a face, he will be entranced; he's yours from then on.

On the first trip every child should expose at least one full roll, no matter how wasteful this might seem in the light of "routine" logic. By this means the counselor is able to develop the pictures right away so that, very soon after taking the picture the child can have the satisfaction of printing it. On the principle of stimulating appetite by establishing the habit of success, nothing works quite so well as getting a finished picture to show to your friends while the idea is still fresh.

Again, on the principle of stimulating appetite by insuring quick, visible results and no unnecessary failures, we teach printing before

we teach developing.

The situation in this respect will vary greatly among different camps, depending on the age of the campers and the length of the season. Some camps having young campers and a two-week season may omit developing altogether (getting it done outside) and concentrate on printing. Other camps serving adolescents could not conceivably omit the darkroom suited to film development.

Printing comes first because it involves every essential operation that occurs in developing, but under circumstances that are much easier. Printing can be done in any reasonably shaded room, and children who live outdoors all the rest of the time will not suffer unduly if it gets a little stuffy during use.

When I was a boy my friends used "printing out" papers that could be exposed directly in the sun like blue print paper and required no darkroom at all. Very fortunately this kind of paper is being reintroduced in the market. The image appears during the exposure and can be controlled then. Development serves merely to "fasten" the image and make it permanent. But even in using conventional paper, printing involves every essential step of preparation that developing does. So why not stimulate the appetite the easy way, not the hard way of logical routine (which involves the crime of unnecessary disappointment)?

Premature perfectionism is the besetting sin of professional photographers turned loose for the first time on children. I would rather make sure that the child gets some kind of a printable negative from the beginning, and gets it every time, without undue strain, than to get perfection now and then, punctuated with groans and failures.

Tray development is best for learning. Our own long wooden sink is mounted low, so children can do the up and down movement without wearying their arms. Developer is adjusted to process their average film in four to five minutes, not more. Less than four minutes may permit a film to get black before the instructor gets around to inspect it; more than four minutes or five at most is unduly wearying. Not more than four beginners can ever be handled by me at one time. Washing film in primitive conditions is merely tedium for the children, and they are excused, the first few times, as soon as

the film is in the wash water. Later they just have to learn patience and adequate washing, but later, too their appetite for photography will be so strong that they won't mind this.



Start them with a simple type of camera

After the child has established the habit of producing usable negatives regularly, he is in position to go farther toward doing the whole job for himself by mixing chemicals.

Young counselors are especially prone to demand too much of the children too soon, having so recently achieved photographic mastery themselves.

Experienced counselors learn to appraise pictures through the child's own eyes. To the child that first visible image is a marvel, no matter how gray it is, how blurred, how crooked. Think how enormously important that picture is to his own young mind! His enthusiasm must be appreciated and shared, not spoiled by pointing out flaws which he does not even see.

Later on, progress can be achieved by pointing out new perfections to be reached. "That's a fine picture of your dog, John, but don't you think you'd like to have him a little bigger? What do you think you should do to get him bigger?" Or, "Joan, you get fine pictures of your friends but where are their feet? Did you intend to saw them off? What do you think you should do to get in their feet?"

Later on, too, there are extensions of their photographic exper-

ience which the camp can easily help provide. In general, children think first of pictures of their friends, then animals and pets. then of their camp home, later of special events, and still later as an adjunct of their forays into science. Once they can do pretty well, pretty regularly with a simple box, there is wonderful education to be had out of an old second-hand wooden view camera owned by the camp and used under supervision. With this they can actually see the ground-glass view, easily observe the mechanics of focusing, get excellent records of small things such as collections of wild flowers or tree twigs or bugs and frogs. And once they have mastered simple printing, there is vast fun in an old enlarger, so that every camper can make up picture post cards no matter what the size is of his original film. In the view camera and the enlarger, magic enters afresh, because of the visibly projected image.

There is one part of photography which I believe we should be slow to encroach upon, and that is the principles of composition. Young children are not nearly so interested in art as they are in things—and this is healthy. Again, what is composition except balance?—and every unspoiled child has deep down in him his own scheme of balance as his own sacred gift. Only a very sensitive teacher can discern and cultivate this; to those who teach by rules I say, "hands off!"

No, we can best serve the camper and Apollo, in a wholly different way. We can keep up the children's appetite for photography and all the time build up the habit of success in mastering basic routines. We can build confidence by this habit of success. We can make photographic routines or manipulation, so easy, so habitual, that they become second nature. In this way we shall free these children to concentrate on what they see, and on conveying what they see. Once they do that, they will not only preserve precious memories of camp for later days but they will be able to produce great pictures if only they have fine discerning eyes.

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## ACA's Best Membership Salesman — YOU

The total final membership record, as of November 5, 1947, under the former membership classification schedule reached an all-time high for the Association of 3,779 members. The financial income to ACA nationally from membership for 1947 including December, which was under the new rate schedule, likewise reached an all-time high at \$15,316.60.

The present membership classification and rate schedule went into effect in December, 1947. Since that time, the income from memberships, on a month-by-month comparative basis, has greatly exceeded that of any previous year. The membership enrollment, however, has suffered some loss. This was anticipated when the new schedule went into effect but it was and is expected that this decrease would be of a temporary nature. In fact, current reports indicate that this loss is being gradually absorbed by late renewals and new memberships.

Prior to the National Convention in Los Angeles, it was reported to Section Presidents in an ACA News Letter that the net loss at that time was over 1,200 members. We are pleased to report that as of March 31, this loss was reduced to 506. The total membership as of that date was 3,273. It is reasonable to expect that with only normal growth during the remaining three-quarters of the year, we shall attain again the all-time high enrollment of 1947. But, that is not enough. We should do more.

If you are a camp director, first see to it that your camp is represented by a camp membership. Next, make an honest effort to enroll every member of your staff in either the Student or Individual classification. Do this now at the beginning of your camp season. Obtain application blanks from the Secretary of your Section or use the blank form printed in this magazine and type from it additional copies needed for your staff.

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The great majority of camp counselors are eligible under the Student membership classification. An estimate of 20,000 camps in the

By Ray E. Bassett
Chairman, ACA Membership Committee



United States with a conservative estimate of five counselors per camp eligible as Student members would give us a potential group of 100,000. Don't you agree with me that we should be able to obtain at least 1% of them this year? If so, that is 1,000. Let's get them now and that will put us over the top for 1948.

If you are not a camp director, you can help increase membership in ACA by enrolling camps not now affiliated with the Association or individuals who are interested in some other capacity in the camping field.

A National Directory of Camps affiliated with the American Camping Association is contemplated in the not very distant future. It should be of interest to all camps to be included in that directory and ACA is likewise anxious to make the directory as complete as possible. Non-member camps should apply for membership now either to Section officers or direct to American Camping Association, 343 S. Dearborn Street, Chicago 4.

# Pennsylvania Adopts New Administrative Set-Up

According to Walter Rutherford, President of the Pennsylvania Section, this Section adopted a new plan of operation in the fall of 1947, which he feels will meet the needs of all types of camps in the organization.

The Pennsylvania Camping Association, as it is called, consists of four main divisions: (1) Private Camp Owners, Executives, Directors and Staff; (2) Agency Camp Executives, Directors, Managers and Board and Camp Staff Members; (3) Day and Home Camp Owners, Managers, Operators or Board and Staff Members; (4) Areas, the geographic location of which precludes their active participation in activities centered in Philadelphia.

Each division is autonomous within the PCA to the extent of requirements for membership in divisions, division meetings and di-

vision officers and committees. The PCA is the official Section of the ACA in the area, and the Agency Division of the PCA serves as the camp department of the Camp Division of the Council of Social Agencies. Divisions hold individual meetings several times each year; meetings of the the entire Section are also held at intervals.

There are two types of membership—those who are members of Divisions, and those public or dealer members who do not have a direct relationship to a Division but who are members of the PCA.

Committees carry on certain projects as part of the total program of the Association, among them being the development of a camp directory, the operation of camp counselor placement service, conducting counselors' training institutes, round tables and conferences, gathering of statistics, making studies, etc.

Other ACA Sections interested in setting up their organization along similar lines may obtain further particulars by writing to Walter Rutherford, BSA, 22nd and Winter Sts., Philadelphia.



# Wildlife vs. Camper

By William H. Carr

ARGE groups of children, returning from summer camps, are frequently seen in city railway stations during July and August and their hands are seldom empty. They journey from woodland scenes to metropolitan homes carrying strangely-shaped, lopsided bundles which contain everything from wilted wild flowers to thirsty white-footed mice, snakes, turtles, frogs, salamanders, young birds and animals, including infant woodchucks, skunks, robins and even hawks.

Various agencies, responsible for the welfare of animals, receive frantic requests from parents to rescue the unwanted wildlife guests or to suggest ways and means of keeping the creatures alive. Local museums of natural history and zoos are asked to help. The number of kidnapped and usually doomed woods residents total hundreds of thousands annually.

In certain semi-wilderness regions, areas are practically stripped of faunal types as the "collecting" practice continues through the

years. Little, if any, constructive effort is made to remedy the situation. By far the greater proportion of the animals perish miserably, uncared for and unwanted after the brief period of childish enthusiasm has waned. The fact that bitter tears may sometimes be shed, upon the demise of some beloved woodland waif, does not offer any solution to the problem. It is true that real pets are one thing and mere living trophies another; nevertheless, the possession of both should very definitely be discouraged.

General conditions, resulting in this and similar types of needless waste of our natural resources, are as unfortunate as they are unnecessary. There is no better place to instruct children in natural history and conservation than in the open air in summer camps. Forward-looking camp directors and counselors should make it their business to properly instruct their campers in true wildlife values and it should be remembered that a disinterested or uninformed person is hardly the one to conduct natur-

alist undertakings. Incidentally, it is well to emphasize that the conscientious adoption of a sound nature program is a patriotic privilege in our country, where resources are dwindling so rapidly. Camp nature programs also offer very apparent recreational values and character building opportunities.

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Strategically located educational and conservation societies and institutions would do well to cooperate with general camp activity programs, thus taking advantage of a priceless opportunity to instruct thousands of children in conservation principles, policies and practices, to do a good job where it needs doing. It is estimated that more than three million children spend part, if not all, of their summer vacations in outdoor camps each year. Surely this fact would indicate that here is a fertile field for unobtrusive but effective conservation and humane education.

It should be the duty and pleasure of every camper to learn something of the importance of striving

to maintain a balance of nature as it applies to the surrounding woods, fields and streams. Through proper and sincere guidance, campers may easily learn to grasp fundamental ideas underlying a policy of "live and let live." They may be turned from thoughtless destroyers of wildlife to active protectors.

Of course, camp leaders must practice what they preach. A child who sees a bowl of wild orchids in the director's cabin cannot very well be discouraged from picking other wildflowers. By the same token, a counselor who keeps a tame raccoon tied to a tree, unfed and unwatered over long periods, will certainly not inculcate a humane spirit in campers. Cruelty to animals in summer camps sometimes goes beyond the imagination.

(not cats), sheep, goats, horses or other domesticated animals will not only delight children; they will also help the child to understand a great deal in the field of animal behavior for, as a rule, animals of this type are more easily managed and accept humans with far less wear and tear on their own nervous systems than recently captured wild animals, young or old.

It is natural for a child to capture a bull frog, bright in its summer livery of green. It is also completely understandable that the youngster should desire to keep the frog in some sort of terrarium for a time, in order to show it to his companions and also to observe it closely. The same thing applies to harmless snakes, turtles and common salamanders. Little harm can

be done if the frogs and salamanders are properly kept in a large, covered terrarium for a short time and then released.

Projects of this kind should only be undertaken under expert supervision and control. The moment there is a sign of neglect or of a lessening of interest, the animal should at once be released. Many are the miserable frogs we have seen languishing in some warm, dry little box in a summer camp, half starved and perishing for lack of attention. Children, and camp owners and directors, too, should thoroughly understand that cruelty to seemingly lesser creatures may be as vicious and unnecessary as equal neglect of larger animals such as dogs or a horse.

The important thing in all of the

## Campers can be taught to protect rather than collect wildlife

A well-trained nature counselor, employed by a sympathetic camp director, can work wonders where conservation and humane understanding are concerned. The entire behavior of children, in relation to animals of all sorts, may well be permanently established in summer camps. Correct attitudes and proper regard for the rights of all creatures, large and small, may easily be inculcated and lessons thus learned will remain throughout the lifetime of the individual child. Cruelty and brutality toward helpless creatures never built a rightthinking man or woman, and never will. It becomes easily apparent that incorrect attitudes toward animals may readily influence the child's treatment of his human neighbors, especially the weak and unfortunate who, instead of arousing his sympathy and desire to help, will excite ridicule, unfair aggressiveness, intolerance and downright mistreatment. Wars are built on attitudes of this sort.

It is perfectly possible to instruct children and older campers as well concerning the woodland residents of camping areas without establishing zoos or corrals for unhappy animals. If pets are desired, dogs



Tread softly if you and your campers are lucky enough to discover beaver building their house



Domesticated animals adapt better as camp pets than do captive wild animals however appealing

camp nature instruction is too often completely lost to view, namely, instilling respect and appreciation through knowledge and understanding, not through forced, artificial means but through experience gained as a result of proper approach. If the child is interested in birds, take him on a before-breakfast walk. If he enjoys watching a chipmunk stuff its pouches with seeds, let him establish a "feeding station" for chipmunks where the little striped animals may secure pieces of bread or other food. Observations made under these conditions far outvalue capturing and confining a frightened chipmunk in a box, there to be poked at and bothered until it either escapes or

Encourage the child to build a nature trail, to label trees, rocks and other natural objects in place along trails. Let the woods and the fields, the borders of streams and ponds, become the camp zoo or the camp museum. Of course, many children possess an acquisitive, collector's instinct which is marvelous to behold. Well and good. His instinct of possession should be encouraged and directed, not thwarted or misled. Instead of living things, encourage him to collect rocks and minerals, make star charts, draw life history charts of the lives of birds and animals, or keep records of the birds and animals he has seen and identified during his stay in camp. There are a thousand and one things to do which will in no way disturb the wild life of the region.

### Good Leadership Essential

Leadership is the answer to most of the above problems and good leadership is difficult to secure at any time. Training courses for camp counselors are most valuable. Various interested societies would do well to initiate such courses in connection with museums of natural history or in conjunction with their own activity programs. Experts in the several branches of natural history and of animal care could be secured to teach, and much good would result.

Courses for camp counselors and directors, now organized, would do well to include the topic of animal welfare in their programs and also



On an early morning walk you might find a chickadee feeding her young

wildlife conservation in general. As responsible American citizens, campers should be encouraged to realize that the future of our country is in the hands of the younger generations and that if the American heritage is to continue to represent at least a fraction of the vast natural resources that once were ours, definite educational effort must be made. The advance in nature information and in nature education, even in the past ten years, has been tremendous. Some camps, especially comparatively new ones, have not taken advantage of this gain.

Children should take every reasonable advantage of their brief period in the open to enjoy the change from city life to the full and this can only mean that some of the child's stay in camp should be devoted to at least an intelligent contemplation of the new world at his doorstep. If all of his waking hours are filled with the same sort of

The author, William Carr, when this article was written was Associate Curator of the American Museum of Natural History in New York City. More recently he has been living in Arizona, employed by the Forest Service in connection with wild-life management in a land where he says, "there is a great deal of wildlife and plenty of fresh air—where people look up to the mountains instead of skyscrapers."

activity which engages his attention on a city playground, then he might almost as well have stayed in the city.

We once asked a camp director what he expected of a camp nature counselor. His answer was "showmanship." We will not deny for a moment that this is indeed a good qualification; on the other hand, we have only too often encountered nature people whose showmanship led them to tell such powerful nature-faking stories at a campfire that many of the children, probably forever afterward, were frightened out of their wits by every snake which crossed their paths and by every whippoorwill which had the temerity to fly within their

### Nature Books Are Aids

There are many good books to assist the nature counselor. Every camp director should own Anna Botsford Comstock's "Handbook of Nature Study"; E. Laurence Palmer's "Cornell Rural School Leaflets" and publications of the American Nature Association, among a host of others. It is true that the day of the Peter Rabbit school of natural history teaching has passed. Nature instruction is more virile. The words "nature study" are seldom used. Children seek definite information in addition to the sometimes useful fairy-story approach. The camp director or counselor who desires to do so may secure information, ideas and suggestions concerning a well balanced nature program from the Boy or Girl Scouts, the Camp Fire Girls and other similar organizations.

Today it is bad taste to collect birds' eggs. We know better and we teach our children accordingly, for we would much prefer to hear the bird sing than to place a fading egg in a soon-forgotten cigar box. It should be considered equally bad taste to disturb or destroy other forms of wild life. Once this attitude has become established, the railroad stations will no longer see weary children carrying makeshift cages containing trembling, illfated creatures, cruelly and forever removed from their rightful surroundings.

Abstracted from an article published by the American Humane Association.

Experienced campers shovel smouldering embers over their bean pot and let it bake underground for an exciting dinner

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## Cookout Planning Simplified

By Barbara Hussey

Director, Camp Robbinswold

O YOUR campers plead for more outdoor cooking and your food handlers plead for less? With "more experience in outof-door living" as last season's goal, we had to find a smooth system of handling the mechanics of food ordering and packing which would decrease the heavy load on the kitchen staff, rather than complicate it. During the camper season of eight weeks, 168 meals were planned and served in the main lodge; on those same days 319 additional menus were planned and prepared by campers in their own units.

The pattern we evolved to simplify channelling was highly effective. In every unit there was a "pioneer" (rather than assistant unit leader) who was responsible

to the unit leader for all cooking and camperaft projects in her unit. She guided the youngsters in their menu-planning, assisted them in assigning "kapers" for the meal in question, and was on hand for all cook-outs in her unit. The pioneers cleared menus with the pioneer coordinator who was responsible for ordering supplies and packing ingredients for all meals to be cooked by the girls and for notifying the kitchen of the number of girls to be absent from each meal. Her orders went directly to the shopper, relieving the kitchen staff of the disruption of figuring additional quantities.

Requisition sheets were used to keep all ordering uniform. They listed the who, when and what information, together with menu, in-

gredients and quantities, and the equipment and kaper list. Requisitions were given to the coordinator at least 24 hours ahead of the time food was to be picked up, 48 hours before pack trips requiring quantities of food, and before marketing trips if meat or special items would be necessary. The coordinator checked all menus to see that they fit within the budget, were dietetically sound, and within the ability of the girls who were to do the work. Where substitutions were necessary, they were discussed with the unit pioneer so she could interpret the change to the youngsters who had planned the menus.

A special storage closet containing supplies by case lots was assigned to the coordinator. She maintained a careful check on quantities, enabling us to base next year's food order on this year's consumption, thus eliminating guesswork in the initial wholesaler bid. A section of the vegetable house and the refrigerator were designated for cookout supplies, and orders for perishables went from the coordinator to the shopper.

It was found that while items for the camp kitchen could be obtained in No. 10 cans, they were impractical for cookouts where smaller quantities were required. Such things as jam, pickles, rice and beans could be purchased in bulk and sent to units in paper cartons from the coordinator's storeroom; however, canned fruits or vegetables which do not keep well once opened were best handled in No. 2½ cans.

A weekly check on hutchins (small equipment huts in each unit kitchen) was found to be a good thing, giving the nurse an opportunity to see that food-handling areas were sanitary and the coordinator a check on left-overs which had not been returned to her. The coordinator often visited units while cookouts were in progress, later making suggestions at occasional pioneer meetings.

### Co-ordinator is Main Cog

The key person in this type of system is the coordinator. Her ability to organize and her familiarity with camp cookery are of utmost importance. Experienced camp counselors made the best pioneers with good pre-camp training to clarify local policies and procedures.

The most valuable part of the training period for pioneers was the planning and serving of different types of outdoor cooking to the staff. In this way they were refreshed on quantities necessary, preparation time, types of fire and utensils required, and actual practice in preparing some of the old favorites and suggested new dishes.

An evaluation session immediately following these cookouts was essential. At this time the staff learned why things had been done a certain way and made suggestions for improvement. The pioneers then evolved a scale to provide for progressive cooking experiences geared to the various age groups. In this way we prevented such sad experiences as beginning campers eating doughy breadsticks with a burnt crust, and senior campers being bored with one-pot meals.

During the training period, pioneers became familiar with helpful printed material available through the coordinator, and with the Girl Scout publication "Cooking Out-of-Doors," which became their basic guide.

Training continued throughout

the season in the form of additional suggestions for new dishes, other cooking methods, and successful sites for out-of-camp cooking. The continuous supervision of pioneers by both the unit leaders and the coordinator was a most important factor in their season's training.

During the course of the summer a scale for cookouts was established, allowing for more meals out as the campers increased in age. It was found that younger girls could best be given the individual attention necessary if handled by patrols—groups of eight and three patrols to a unit. Some of the meals cooked out included those on overnights and, in the case of the oldest units, on pack or canoe trips of a week's duration. Hike lunches were prepared by the hikers before their departure.

Of equal importance with increasing the number of meals cooked out, was the necessity of providing more challenging types of cookery as the campers progressed in age and experience. We started new campers with only parts of their meals cooked; that is, toast and cocoa for breakfast were supplemented with dry cereal and fruit. Later they tried French toast, then scrambled eggs and bacon, fried eggs, pancakes, eggs baked in orange shells. Only the oldest campers had the patience for egg and bacon fried on a rock, breadtwists, or reflector-oven bis-

Dinner planning required more attention to skills and preparation time. New campers started with a simple one-pot meal, salad and a prepared dessert. Then they added stick cookery for dessert in the form of some-mores (a sandwich of graham crackers, toasted marshmallow, and sweet chocolate squares). Their toasting then progressed from frankfurters to kabobs and bread twists.

The oldest campers carried this a step further with a spit for roasting chickens or barbecued beef. Eleven-year-olds baked potatoes in coals or in No. 10 cans filled with damp sand, and from this developed baked acorn squash, corn and one-man-meals in baking paper (most easily accomplished in covered coffee cans buried in coals.)

By the time they become seniors

with more patience, the campers took their baking underground in the form of bean-holes, etc. The 12and 13-year-olds started using reflector ovens for hot biscuit or gingerbread, and with more experience they tried apple-betty and other baked dishes, as well as use of their reflector fire (without the oven) for planked fish or steak. Meanwhile, dishes to be cooked on top of the stove became increasingly complicated, and the girls learned to plan for meals ahead, cooking cereal at night for a fried-mush breakfast, or making gelatine or puddings at breakfast so they would be set by the evening.

Some special projects available along the line included steaming clams, cooking in a home-made pressure cooker (two close-fitting tin cans), making interesting meals from life-raft rations, and learning (in combination with other camp projects) to make their own cooking utensils or planning meals with an international flavor.

### Pack Trip Menu Planning

Certain types of cookery were limited to the canoe and pack trips. Campers participating in these trips learned the value and use of dehydrated foods, consideration which must be given to ease of packing when planning menus, and substitutions which can be made for pots and pans. By sharing in progressive cooking experience during past years in camp, most of the seniors were well prepared for cooking in the primitive sites they set up each night en route.

At the end of the season we concluded that the amount and variety of outdoor cookery offered was our outstanding achievement. Even the 10-year-olds begged for more. The success of the experimental set-up has been attributed to the careful selection and training of counselors for the pioneer jobs, the efficiency of the pioneer coordinator in handling the mechanics of food requisitions and distribution, and the equipment and facilities available for camper cookouts. What has many times been the camp's biggest headache worked so smoothly that it became a joy to kitchen staff, counselors and campers alike to have the opportunity to plan and cook their own meals out-of-doors.

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By W. Marlin Butts

A work camp started by high school volunteers shows what enterprise and good leadership can accomplish

T ALL started in depression days when eight high school boys decided that, instead of spending a summer in idleness, they would build a cabin for a children's camp. That first summer was not a work camp—it was just work. Time was short and the boys wanted to finish a cabin before the children's camp opened. By working late many nights and rising early every morning they did finish it on time. There was an occasional swim that combined a bath with recreation but the rest was all work.

No one wanted to risk much money on materials in the hands of unskilled boys under the direction of a sculptor who had never built a cabin or a building of any kind before. The beams for that first cabin were donated and came from a barn that was being demolished 30 miles away. However, the boys learned rapidly. The sculptor demonstrated that his creative ability was not limited to working in stone. For months he talked with architects and carpenters, drew many plans and discarded most of them before that day when the boys arrived to clear the ground. The finished cabin of rough-cut pine set

among the evergreens on the summit of a hill testified to an artist's planning, though it was nonetheless sturdy or practical because of its beauty. Nine years of use by active youngsters has proved that.

One cabin didn't make a camp! Four more were needed. There seemed to be plenty of boys willing to build them, and the second year 15 boys—many of them boys who had been there before—offered to work two weeks to build a second cabin. A regular camp was set up with six hours a day allotted to work on the cabin. There was plenty of time left for hikes, sports, campfires and the usual camp activities. Two college juniors acted as counselors.

The third year there was no money available to buy materials for a cabin. Still, there were many boys who wanted to work. And work they did! They painted the old farmhouse and pavilion—the original camp buildings—filled and leveled a baseball field and volleyball court and made tables and benches for the dining room.

By the end of the third season High School Boys' Work Camp was developing an individuality. It was not just another boys' camp and it certainly was not just a labor gang. These boys, who were willing to give two weeks of hard work so that children that they would never see could have a camp, didn't need to be treated as kids. So, the fourth year, the camp was set up without counselors. The 23 campers elected their own council of five. The council members shared in program planning, work super-



This is the house the camp built.

vision and acted as cabin leaders. Neither of the two adults in camp spent the nights in the cabins.

The freedom that was offered was a new experience for most of the boys. Most of them had to learn how to take it—some, the hard way. Conventional discipline was outlawed. Either a boy had to be able to manage his own discipline or he had no place in such a scheme and should be asked to leave. Three boys were taken home before breakfast one morning. One returned and made good the following year. The other two were not quite ready for the freedom that the camp offered.

On several occasions when trouble seemed to be brewing, the director found it advisable to stick around in the cabins until the excitement had calmed down. Sometimes even then a return visit was necessary. The second year after the institution of the new plan, three after-lights-out calls to the cabins were necessary; since then, none has been needed.

That these boys don't cause trouble is not due to lack of energy. They do six hours of work, have a swim, spend an hour or two at sports and then are ready for some body-mangling game after supper. Most of their evening games have been made to order to meet their desire for rugged activity.

However, not all of their activities are physical. Every year they manage to have some kind of an orchestra—usually not very well balanced but with lots of volume. Their dramatics—self written—range from hokum to problem plays. There is a series of movies on a subject selected by the group. These are followed by highly informal discussions.

There are always enough different opinions, owing to the variety of backgrounds, to guarantee a discussion and usually enough for an argument. In the past nine years the camp has included campers from every strata of the community—the wealthy, the poor and all of the steps in between. There are Negro boys, boys of old American stock, and first generation American boys of Polish, Irish, Italian, German and French parents. Sons of missionaries—and there are always from one to three in camp—add



After six hours work each day on the cabins, these boys were ready for hikes, sports or camp activities of the more rugged variety

the culture of Japan, China and India.

One of the most interesting discussions grew out of an idea proposed in a council meeting. One member of the council said that he didn't know much about faiths other than his own and not much about that. The other members of the council agreed that they didn't either and the result was that a Sunday evening program was planned. A Jewish, a Catholic and a Protestant camper were each asked to tell what he thought were the fundamentals of his religion, then to tell something about the special celebrations and holidays of his faith. The program was supposed to last only 45 minutes. It ran for three hours and then was called to an arbitrary halt so that the camp could get some sleep.

A hundred boys seems very few to have been served in a nine-year program. The small number of different individuals who have attended camp is accounted for by the large number who return year after year. Many return each year during their entire four years at high school. It is only by having old-timers to carry the spirit of the camp from year to year that a camper-run camp can operate. A check-up of the campers after leaving camp shows them in positions of leadership and service in their communities, churches and colleges.

The children who enjoy the camp each summer are indebted to these former camp-workers for four cabins, a wash-house, a dining-recreation hall with a fieldstone fireplace, a well-equipped kitchen, playing fields, a complete water and sewage system, a workshop and the example of unselfish service given by older boys whom they admire.

## Good Idea!

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### A New Use for Mouse Traps

Here in the "Camping Magazine" office we have found a new use for mouse traps which we think can quite easily be adapted for many uses throughout your camp. After removing the catches, we nailed several of them to the wall, where the metal spring serves to hold all papers and worksheets on one particular job of work until it has been completed. We use them for various lists, time tables, etc., and camps could substitute them for thumb tacks in lots of cases. No lost thumb tacks, no hunting for new ones, no possibility of bare feet stepping on them, no broken finger nails. Try mouse traps instead of a bulletin board!

## How GOOD is Your Riding Program?

By Albert I. Drachman

Riding Master, Fenimore School of Horsemanship



The author rehearses a seven-year-old camper for her part in the camp circus. These are understanding and cooperative horses, perfect for training children

O MAT-TER how capable your riding instructor and

Part II

how desirable your horses, y o u cannot justly feel that you are offering safe and worth while

riding if your equipment is of improper type or

in poor condition.

Serious accidents may result unless saddles and tack are kept strong and in perfect condition. The same is true of the riding ring, hitching posts and all materials and ground used. The riding master should inspect all of these before the season opens and have any important repairs or alterations

While stock or Western saddles are thoroughly desirable for cowboys in roping cattle and performing their other duties, they are not suitable for riding instruction. They introduce certain wholly needless hazards, such as the possible poking of the horn into the learner's abdomen if he leans or is bounced forward. Another objection is that the horn in front and the high cantle behind offer a good deal of artificial support; thus the pupil is much less apt to learn real balance and develop a secure seat. Also, he is tempted to grab the horn from time to time to steady himself. Every horseman knows that when a learner once gets the habit

of "pulling leather," it is almost impossible for him to become a capable equestrian. For riding instruction, English-style equipment should be used.

Every camp which offers riding should have a riding ring, sometimes called corral. It need not be large; as small as 100 x 70 or 75 feet will do. It should not be much larger; being in the ring should give the horses a sense of restraint and also prevent them from carrying the riders more than a short distance from the instructor. The ring should be completely fenced in, and the entrance equipped with a gate. A home-made three-bar gate, such as farmers use, is ade-

The ground of the riding ring should be approximately level and reasonably smooth and even. There must be no holes or protruding rocks, either of which might break a horse's leg and cause him to throw the rider. A very slight grade drains off water and makes the ring usable more quickly after heavy rain, but there should be no considerable hill. Inside the ring,

at one end. there should be a strong hitching post to hold the horses between rides. This should be horizontal bar, supported by several uprights at a height of two

or two and one-half feet from the ground. Like everything to be used with horses, it must be extremely

The stable should have bars like the gate of the riding ring, which may be put across the doorway when the door is open, so that no horse can get out even if he breaks or slips his halter. The building should be enclosed in a fenced and gated paddock equipped with a hitching post. The simplest and cheapest way is to have the stable open directly into the riding ring. This also saves considerable time going back and forth. The stable itself needs adequate saddle brackets, feed bin, water supply and other facilities which the riding master can indicate.

If necessary, it would be better to do all the riding in the ring and have no trails at all, than to have the trails but lack the ring. However, to get the maximum interest and value from your riding, there should be bridle paths or trails. These need not be at all elaborate, but should possess certain requisites. To get to the paths it should

# "Opportunity knocked ... and I answered"

In my newly chosen field of life insurance selling I have found an ideal occupation," writes Thomas Funk, of Lynchburg, Virginia.



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## THE MUTUAL LIFE

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Alexander E
Presid

GENTLEMEN:

not be necessary to encounter much traffic, nor to ride on any paved roads, which are extremely slippery for horses. Trails must be wide enough at all points for two horses riding abreast. If this requirement is disregarded, the instructor cannot promptly get alongside any pupil who needs him. A slight difficulty, which the instructor could correct in a moment, may, under these circumstances, turn into a bad mishap.

### **Costs and Profits**

Salaries of instructors and grooms, prices of feed and shoeing, and other costs all vary considerably according to time and location, so that there would be little use in listing specific figures here. However, experience has demonstrated the importance of certain financial principles.

After a great deal of thought, I have become thoroughly convinced that the riding in a children's camp should not be conducted with an eye on profits from the activity itself. Instead, it should be aimed at rendering service to the children and enhancing the prestige and reputation of the camp. In this respect it is on common ground with your waterfront. Without needlessly wasting money, get the best instructor, horses and equipment that you can. Deliver a fine type of riding instruction and charge as much as necessary for it; or, if you include riding without special charge, adjust your camp fee accordingly.

Poor riding, even if low-priced, will produce dissatisfaction. Good riding and teaching, at any price which is at all within reason, will promote satisfaction. Some camps cannot keep their horses busy at \$1 to \$1.50 an hour—a price which, in most cases, does not even cover costs—but camps with a first-class riding program charge as much as \$3 per half-hour, and have more applicants for riding than they can accept.

Insist that all beginners start with private or semi-private lessons, and give them lessons lasting one-half the time allotted to the more advanced campers who ride in classes. Not only is this safer; the pupil is actually getting more for his money, and will accomplish

more in two half-hour semi-private lessons than he could in two full hours with a larger group. Announce this fact and make a talking point of it. Parents, far from objecting, will be pleased to be assured of the excellent instruction their children will receive.

If you charge for your riding, you will take in the same sum in one hour with two semi-private lessons as you would with a class of four, though using only two horses for the students and another if your instructor is mounted. If you have an assistant instructor and each one takes two children each halfhour, you will actually be paid for eight horses that hour while using only four. For example, in one camp where I taught we charged \$3 for either a full hour's class or for a half-hour semi-private lesson. In one hour my co-instructor and I could earn \$24 by giving such lessons. With one horse of a stable of six reserved for the instructor, the largest number of riders we could have taken in a class would have been five, bringing in \$15. We thus took in \$9 more per hour by giving semi-private lessons. Although our reason for doing this was primarily that such instruction was safer and much more successful, it was an additional satisfaction to know that it also brought in greater income.

If you break even, or make or lose \$50 to \$100 in a season, you should not be disappointed. With proper management, you should actually show a profit of many times that amount, but that should be a secondary consideration.

If you already have a stable and ring, then your actual investment before the season opens is perhaps \$400 to \$600 for rental of horses and for a supply of feed for the first week or ten days. Before you incur any additional expense, enrollment fees will be coming in. If you have to build a stable, it will last the lifetime of your camp and its costs can be allocated over 30 or 40 years, amounting to very little expense chargeable to each summer's riding.

If your emphasis is on fine riding and expert instruction, the satisfaction, pride, and increased enrollments in your camp will repay you many time over.

## Colorful Programs for Special Days

By S. Theodore Woal



Practicing for Fiesta

■ELEBRATION of holidays and other historical events has always been used as one of the means of furthering the broad social objectives of camping. Hitherto such celebrations have usually been confined to those of national significance, due to the emphasis on the national aspects of citizenship. The international and intercultural possibilities of such occasions were usually matters of individual camp programming policy dependent upon the basic philosophy of each camp.

In this postwar period, however, the international implications are no longer a matter of secondary importance. Camping must assist as never before, in developing responsible, creative people who will take their places in the community of nations and help build a world where all peoples will live peacefully, harmoniously and democratically.

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In order to further this development, special holiday programs

should go beyond one-day celebrations. Stories, plays, pageants, campfires, clubs, musicals, discussion groups and other activities which we normally use are excellent mediums for utilizing the creative ability of campers and counselors in devoloping sustained holiday programs.

These should be supplemented by the customs, folk music, dances, games and experiences of other nations. This type of activity interwoven into the camp program will form the basis for a continuous program aimed at intercultural understanding. For example, a Pan-American Fiesta, utilizing the folk songs and music of our South American neighbors, or an athletic display based on the games of some other country can grow out of a one-day celebration and can present concretely the types of experience that make for a better understanding of the peoples of these nations.

Here is a suggested outline, involving practically every depart-

ment in camp, that can form the basis for a Pan-American Fiesta:

Flag Ceremony, based on the customs of each country—done in costume and, if practical, in the original tongue.

Morning Period — games and sports of the countries; demonstrations, contests, etc.

Afternoon Period — arts and crafts of the nations.

Twilight Activities—stories of the nations.

Evening Activities (Social Hall or Campfire)—folk music, dances, playlets of the nations.

Now consider a "Fourth of July" celebration:

Morning Flag Ceremony. Make it a special one—different from other days—use the "American's Creed" by William Tyler—perhaps a song, the pledge of allegiance—a color guard.

Morning Period — demonstrations of "Our American Heritage" — such as pioneering — Indian Dances and the Boston Tea Party, Paul Revere, etc.

Afternoon Period — music, songs, stories, plays, etc. Illustrate the struggle for democracy here and in other countries — France, South America, Philippines, Porto Rico.

Campfire — dramatic sketches of Patrick Henry; Washington at Valley Forge; Lincoln at Gettysburg; President Roosevelt and the Four Freedoms; a memorial to those that lost their lives in World Wars I and II; the United Nations Organization.

Illustrate indelibly the need for each of us to prepare for an active and constructive part in the strengthening and preservation of peace and democracy.

The desired outcomes of democratic thinking, equally of nations and peoples and the common struggle for peace must be made part of every phase of camp life. The permanent value of the occasion may be lost if the principles involved do not pervade the planning and organization of all camp activity. The counselor staff and departmental activity require integration of the closest order and the creativeness of each camper becomes a vital part of such orientation.

One tool that will aid counselors and campers in the preparation of sustained activities based on historical events is a calendar of important days. Three excellent sources of such information are available. They are:

American Book of Days by George W. Douglas; Published by H. W. Wilson Co., 950-72 University Ave., New York City; \$4.50.

Anniversaries and Holidays by Mary Emogene Hazeltine; published by American Library Association of Chicago, 50 E. Huron St., Chicago; \$6.00.

Red Letter Days by Mrs. E. H. Sechrist; published by Macrae-Smith, 225 So. 15th St., Philadelphia; \$2.00.

In addition to a calendar of days, these books contain brief notes on each day, information on how to observe the occasion and biographical material such as appropriate books, plays, songs, etc.

Some excellent source material for holiday and special day celebrations are:

A Festival of Freedom Americans All Children of the Americas I hear America Singing

List of Pageants, Masques, and Festivals with Organization Directions

Pan American Carnival

Plays and Pageants Based on Incidents in American History, etc.

Our Neighbors in the South The Four Freedoms The Torches of Freedom Who are the United States Young Americans in Action Youth at War Pageant

All of the above are published by the National Recreation Association 315 4th Ave., New York City. In addition, get a copy of "The Pocket Book of America" (Book No. 182 — Pocket Books Inc. and have on hand the "Ballad for Americans" and the "Lonesome Train." You might also try the following sources for information:

The United Nations Educational Bureau, New York City.

Pan-Union Association, Washington, D. C.

Bureau of Intercultural Relations, 221 West 57th St., N.Y.C.

Children's Bureau, Department of Labor, Washington, D. C.

National Recreational Association, New York City.

Embassies of the Nations, Washington, D. C.

Play Schools Association, New York City, New York.

Office of Coordinator of Inter-American Affairs, Washington, D. C.

Local Public Libraries.

Library of Congress, Washington, D. C.

American Historical Associa-

## Good Idea!

By Emily H. Welch Camp Wabunaki

### Check List Aids Program Planning

In a book entitled, "Magic Casements," Miss Ruth Perkins describes the use of a check list to determine the program interests of the campers at Camp Maqua, a YWCA camp for older girls.

On arrival the girls were given a list of all the opportunities the camp offered. It included, in addition to sports, such things as various kinds of nature interests and creative writing, reading poetry aloud, and other more leisurely pursuits for a girl who might want to be less active than the rest.

Each girl was asked to put the number one after the things that interested her most, the number two after things that she could do at home and didn't want to do at all at camp, and the number three after the things about which she knew nothing. On the basis of this list the two weeks' session was planned to meet as nearly as possible the interests and desires of each camper.

This idea attracted my attention and for many years we have used this check list at Senior Wabunaki where the girls are from 13-17 years old. We have adapted it to our own needs, of course, and because we have a longer season we can be more leisurely in making our choices.

For the first few days of the camp season we try to expose the campers to what we have to offer and after about a week they make their choices. Each girl has a mimeographed list, which is a rather long one because we break down the larger terms into as many subdivisions as may seem necessary. For the waterfront we list swimming, diving, canoeing, sailing, rowing and poling. Land sports include badminton and group games as well as the more obvious ones. For the nature interests we list plant, animal and insect life, as well as stars and rocks and poking, which means taking a slow hike to see what is by the roadside. Hiking, camping trips and outdoor cooking are there. You will find also crafts, carpentering, knitting, and even sewing for, believe it or not, an occasional girl wants to learn how to darn her socks! Camp newspaper, writing the log, story telling, etc., complete the list.

These lists are kept constantly available in the counselors' office where we gather daily to plan our program. Counselors in charge of the various activities can list the girls who have indicated a special interest in their activity and plan accordingly. Cabin counselors can watch the lists and talk them over with their cabin mates through the summer to be sure each camper is satisfied.

These lists are necessarily tentative because, as the girls try the things about which they were ignorant, many new enthusiasms develop.

These are a few of the values that lie in these lists. We are constantly discovering new ways to use them. We know that probably their greatest value is that they help the camper to evaluate what she is doing and to learn to choose wisely.

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> by your service of famous Heinz Foods, which have set the quality standard of the American table for 78 years. Scientifically prepared, and packed with valuable vitamins and minerals, Heinz Foods do a real job in helping you build healthy boys and girls who'll be a credit to your camp.

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## **Polio Centers Stand Ready**

## to Help

F INFANTILE paralysis should appear in or near camps this summer, camp directors have available to them the services of state representatives of the National Foundation for Infantile Paralysis. At least one office is maintained in each state, and in some two or three. State representatives will also put camps in touch with county chapters of the National Foundation whose volunteer members serve their areas.

These representatives, in cooperation with official Departments of Health, are prepared to act quickly in an emergency by assisting with arrangements for transportation, hospitalization and financial aid to patients, when needed. They may be called upon at all times for ad-· vice and information. Camp Directors should feel free to wire or telephone them in time of need. Their offices are listed below.

A reprint entitled, "What to Do When Polio Strikes Your Camp," may be obtained by writing the National Foundation for Infantile Paralysis, 120 Broadway, New York City 5. This contains helpful facts about the disease, precautions to take before camp opens, advice on what to do if a case develops in camp and precautions during an epidemic.

Alabama: Robert C. Dobson, 906 Bell Bldg., Montgomery 4, Ala. Tel. 2-4640, Res.

Arizona: Margaret M. Enright, Winters Bldg., 39 West Adams St., Phoenix, Ariz. Tel. 3-5871, Res. 4-9465.

Arkansas: Harold Sadler, 605 Boyle Bldg., Little Rock, Ark. Tel. 4-0201, Res. 3-3249.

Northern: Wm. H. Pemberton, 1024 Kohl Bldg., 486 California St., San Francisco 4. Tel. Ex. 2-0247, Res. Mill Valley 213-R.

Central: Dan Marovich, 1024 Kohl Bldg., 486 California St., San Francisco 4. Tel. Ex. 2-0247, Res. Kellogg 3-4190.

Southern: J. David Larson, 205 Rowan Bldg., 458 South Spring St., Los Angeles 3. Tel. Trinity 0469, Res. Atlantic 4-1459.

Colorado: Wm. F. Robinson, 620 Midland Savings Bldg., Denver 2, Colo. Tel. Tabor 2556, Res. Pearl 0454.

Connecticut: Joseph F. Nee, 10 Post Office Square, Rm. 1013, Boston 9. Tel. Hubbard 2-0745, Res. Scituate 848-J.

Delaware and District of Columbia: Wm. C. Bowen, 1137 E. Jersey St., Rm. 606, Elizabeth 4, N. J. Tel. 2-4850 or 2-3864, Res. Orange 4-5189.

Florida: Northern: Murdock Martin, P. O. Box 523, Lake City, Fla. Tel. 883.

Southern: Mr. Marion T. Jeffries, 512 Florida Bank Bldg., Orlando, Fla. Tel. 2-0301, Res. 2-4464.

Georgia: Miss Anna Kothe, 409 Kemper Insurance Bldg., 41 Exchange Place, S.E., Atlanta 3. Tel. Lamar 0887-0888, Res. Vernon 3443.

Idaho: L. Dee Belveal, P. O. Box 931, (Room 418 Baird Bldg. for telegrams), Boise, Idaho. Tel. 7750, Res. 2512-R and 6027-M.

Illinois: Northern: Willard M. Runyon, 730 First Street, La Salle, Ill. Tel. 3143, Res. Ottawa 2101-W-1.

Southern: Andy Glosecki, 401 Myers Building, Springfield, Ill. Tel. 2-7769, Res.

Northern: Miss Betty Malinka, 26 West 5th Ave., Gary, Ind. Tel. Gary 2-9321, Res. Gary 8-1974. Southern: William Styring, Jr., 614 Board of Trade Bldg., Indianapolis 4, Ind. Tel.

Lincoln 4312, Res. Garfield 2774.

Eastern: John V. McCarthy, 511 Iowa-Des Moines National Bank Bldg., Des Moines 9, Iowa. Tel. 3-3912, Res. 7-2408.

Western: Robert G. Crook, 511 Iowa-Des Moines National Bank Bldg., Des Moines 9, Iowa. Tel. 3-3912, Res. Atlantic 431. Kansas:

Eastern: Homer F. Davis, 717 Sherman St., Emporia, Kan. Tel. 2221, Res. 2846-L-2. Western: G. Eugene Honeycutt, 717 Sherman St., Emporia, Kan. Tel. 2221, Res.

Kentucky: Mrs. Inez K. Lion, 702-3 Marion E. Taylor Bldg., Louisville 2, Ky. Tel. Jackson 0420, Res. Anchorage 149.

Louisiana: National Foundation for Infantile Paralysis, 211-12 Masonic Bldg., Baton Rouge 6, La. Tel. 3-5271. Maine: Donald V. Taverner, Room 309, 142 High St., Portland 3, Me. Tel. 2-1292,

Res. 3-8513.

Maryland: Miss Catherine C. Gaule, 1415 Fidelity Bldg., Baltimore 1, Md. Tel. Plaza 5311, Res. Liberty 6057.

Massachusetts: (Same as Connecticut.)
Michigan: Donald W. Barton, 1857 National
Bank Bldg., Detroit 26, Mich. Tel. Cadillac 7220, Res. Townsend 5-2715.

Minnesota: Northern: Larry H. Rieder, 5151/2 St. Germain St., St. Cloud, Minn. Tel. 2718, Res.

Southern: Ben O. Nelson, 540 Syndicate Bldg., 84 South Sixth St., Minneapolis 2, Minn. Tel. Main 4968, Res. Gladstone

Mississippi: Northern: V. T. Anthony, P. O. Box 77,

(210 City-County Bldg. for telegrams), Tupelo, Miss. Tel. 1145, Res. 866-W. Southern: Mrs. J. K. McDowall, P. O. Box 1700, (207 Macon Bldg. for telegrams), Jackson 113, Miss. Tel. 2-2902, Res.

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Eastern: John F. Putney, Rm. 1900-Railway Exchange Bldg., 611 Olive St., St. Louis 1, Mo. Tel. Central 2195, Res. Laclede 7121.

Western: Cal L. Campbell, Rm. 309, 1016 Baltimore, Kansas City 6, Mo. Tel. Victor 8045, Res. Logan 3024.

Montana: Frank E. McDonnell, P. O. Box 2077, (201 Montana Power Bldg. for telegrams), Great Falls, Mont. Tel 2-3307, Res. 3762.

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Eastern: Clinton Belknap, 712 Sharp Bldg., Lincoln 8, Neb. Tel. 2-4827, Res. 3-6330. Western: James T. Edington, 207 Barten bach Bldg., Grand Island, Neb. Tel. 3595, Res. 3785.

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New Jersey: (Same as Delaware.)

New Mexico: Walter I. Ettleman, 103½ W. Central Ave., Albuquerque, N. M. Tel. 2-4719, Res. 3-1370.

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11 North Pearl St., Rm. 712, Albany 7, N. Y. Tel. 5-8225, Res. Albany 8-4390.

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Western: Mark Sumner, P. O. Box 7036, (516-17 Legal Bldg. for telegrams), Asheville, N. C. Tel. 834, Res. 7336-M.

North Dakota: Hugh C. Corrigan, 26 Huntington Block, Fargo, N. D. Tel. 6218, Res. 4633.

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estern: Carl C. Thompson, P. O. Box 224, (Million Bldg., 611½ Frisco Ave., for telegrams & express pkgs.), Clinton, Western: Okla. Tel. 709, Res. 1057-J.

Oregon: Mr. Felix A. Montes, 608 Park Bldg., Portland 5, Ore. Tel. Broadway 2368 & 8761, Res. Tuxedo 4113.

Pennsylvania:

Bldg., 13th & Market Sts., Philadelphia, Penna. Tel. Rittenhouse 6-6751, Res. Trenton 3-1298. (Trenton, N. J.)

Central: Charles H. Brasuell, Rm. 413-Dauphin Bldg., Harrisburg, Penna. Tel. 6-2882, Res. Belleville 49R2.

Western: James W. Harris, Jr., Hotel Henry, Pittsburgh, Pa.

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South Carolina: Julian S. Martin, 805 Palmetto Bldg., Columbia 23, S. C. Tel. 2-4570, Res. Winnsboro 5767.

South Dakota: Joe Dowling, First Dakota Nat'l Bank Bldg., 215½ Walnut St., Yankton, S. D. Tel. 2139, Res. 3202.

Tennessee:

Eastern: Fred E. Wankan, Jr., 530 Third Nat'l Bank Bldg., Fourth Ave. & Church St., Nashville 3, Tenn. Tel. 5-8341.

Western: John H. Pearson, 1004 Dermon Bldg., Third and Court Sts., Memphis 3, Tenn. Tel. 37-3690, Res. 36-1622.

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Northwest: Wilmer Sims, P. O. Box 1838, (Room #1—Park Office Bldg. for tele-

grams and express packages), Abilene, Tex. Tel. 8110, Res. 8287.

Southeast: Charles O. Bishop, 221½ North Broadway, Tyler, Tex. Tel. 6324, Res.

Southwest: John R. Loughlin, 128 W. Com-

merce St., Rm. 612, San Antonio 5, Tex. Tel. Garfield 1562, Res. Fannin 1434. Utah: Frank S. Emery, Room 363 Union Pacific Annex, 19 West South Temple St., Salt Lake City 1, Utah. Tel. 3-3126 and 3-4985, Res. 9-4469.

Vermont: (Same as Maine.)

Life Bldg., 530 E. Main St., Richmond 19, Va. Tel. 3-4698, Res. 4-3453. Western: George V. Funderburk, P. O. Box 83, (323 Luck Ave. for telegrams),

Roanoke, Va. Tel. Roanoke 3-3380, Res. Roanoke 3-6641.

Washington: H. Wade Spalding, 540 Central Bldg., Seattle 4, Wash. Tel. Seneca 5470,

Res. Avalon 7920.

West Virginia: T. Sterling Evans, 307 Security Bldg., Charleston 1, W. Va. Tel. 39-731, Res. S. Charleston 44-380.

Wisconsin:

Northern: Norman E. Weaver, 803 First American State Bank Bldg., Wausau, Wisc. Tel. 7166, Res. 6-9362.

Southern: Palmer F. Daugs, 105½ North Main St., Lake Mills, Wisc. Tel. 215,

Res. 3201.

Wyoming: William J. Stone, 1212 East 19th St., Cheyenne, Wyo. Tel. 6239, Res. 6239.

### Theodore Cavins New Finance Chairman

Appointment of Theodore Cavins of Lake Forest, Ill., to the chairmanship of the ACA Finance Committee has just been announced by Mrs. Carol G. Hulbert, ACA President.

Mr. Cavins' long experience as director of Camp Mishawaka and his energetic participation in the activities of the Chicago Section (he is now serving as Program Chairman of that Section) make him an excellent choice for this most important position. At the recent ACA Convention in Los Angeles he led the seminar on "What Becomes of the Private Camp Dollar?"





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Colorful Programs for Special Days,

"Day Camping," a new reprint of the Chicago day camp committee's report, is just off the press. First published in November, 1945, in "Camping Magazine" and issued later as a reprint, this report has had a wide circulation. A new introduction on trends in day camping since the preparation of the report has been written by Reynold E. Carlson. The report is available at 15 cents a copy from the American Camping Association, 343 S. Dearborn St., Chicago 4, Ill.

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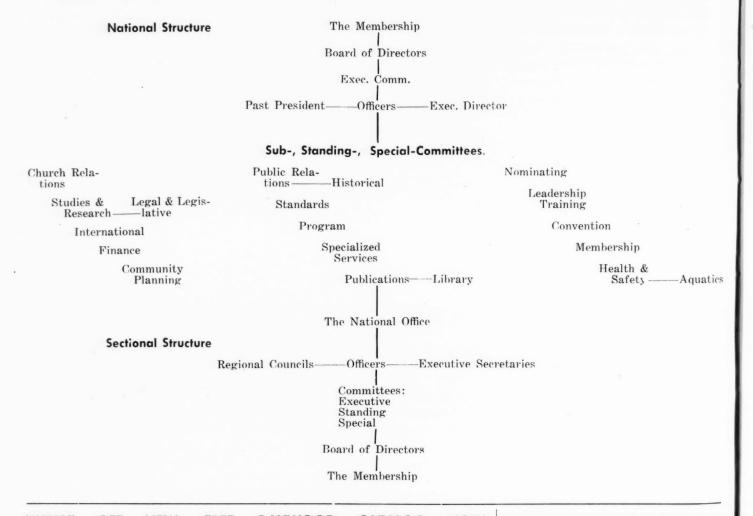
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## Across the ACA Desk

By Gerald P. Burns **ACA Executive Director** 

FTER giving some thought to ways and means of clarifying for the benefit of Sections and individual ACA members the national and sectional structure of your Association, your national office has devised the following chart. This chart shows the manner in which the responsibility vested in the Board of Directors by

the Membership is delegated through the Officers and Executive Committee to the various standing and special committees. We recommend that you examine the chart, not only to learn more about how ACA operates but also perhaps to find a niche in the Association structure in which you could give greater aid to the growth of camping.





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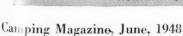
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## With the Sections

### Southeastern Section Regional Conference

A splendid convention was held this year at Asheville, N. C., by the members of the Southeastern Section of ACA. Four days in April, 7th through 10th, were devoted to the development of the theme of the convention-"Camping: a catalytic agent for creating a better world."

Keynote speaker was Dr. Henry M. Busch, Cleveland College of Western Reserve University, Cleveland, whose subject was "Can Camping Help Build a Better World?" Dr. Busch also discussed leadership problems at a breakfast meeting for counselors and later at a dinner meeting with directors.

Past-president Kathryn Francis Curtis, who has recently been elected vice-president of the ACA, presided at the opening luncheon on the 8th, after which the group broke up into special small-group meetings designed for discussion, demonstration and participation.

Panels, discussion groups and kindred-group meetings characterized this convention and many carefully planned entertainment features added a light touch.

### St. Louis Conference Crowded to Capacity

The St. Louis Section reports a very successful spring conference this year—so successful, in fact, that they had to turn away about 30 applicants. It was held at Sherwood Forest Camp on April 30, May 1 and 2.

In addition to the business meeting, a lot of fun—singing, squaredancing, barbecue—was had by all. Reports showed that during the year St. Louis had signed up 66 new members for ACA!

Officers elected for 1948-50 are: president—Max Lorber; vice-president — Annabeth Brandle; secretary—Dorothy Jean Kerr; treasurer—Leslie Lyon.

### Counselor Training Courses in Camps

In the New England area this spring, there are several counselor training courses available in camps, in addition to the ones mentioned in

the May issue. They are:

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Small Crafts and Canoeing School at Camp Kehonka, Wolfeboro, N. H., June 21-28. Write to Miss Ann Weber, Bradford Junior College, Bradford, Mass.

School of Equitation, at Teelawooket Camps, Roxbury, Vt., June 24-30. There are three courses—one for beginners, one for experienced and one for in-betweens. Write C. A. Roys, 18 Ordway Rd., Wellesley Hills, Mass.

School of Archery at Teelawooket Camps, Roxbury, Vt., June 24-30. Write Mrs. Myrtle Miller, 450 West 24th St., New York City.

### Dr. Sharp Addresses Meeting In Philadelphia

A joint meeting of the Pennsylvania Section and leading educators in the Philadelphia area were privileged to hear an address by Dr. Lloyd Sharp, Director of National Camp, on May 19th. Dr. Sharp spoke on "School Camping," and the program included a colored movie, "School Time in Camp."

### New Yorkers Go Camping With Specialists

A group of 70 attended the New York Section's Camp Demonstration Day at Pearl River, N. Y., on May 15th. Outstanding features of the day's program were Pierson Curtis's exhibition of cooking by reflector bakers and Robert Becker's demonstration of aquatics.

### Section Presidents

Allegheny: Rev. James P. Logue, 7114 Kelly Street, Pittsburgh, Pennsylvania

Arizona: George Miller, 25 E. Van Buren St., Phoenix, Arizona.

California Central Valley: R. W. Bope, 137 N. San Joaquin, Stockton, Calif.

Capitol: S. John Crawley, Vacation Services, Inc., Beltsville, Md.

Central Illinois: Christine P'Simer, 1460 W. Macon, Decatur, Ill.

Central New York: Aaron E. Rose, 1104 Madison Street, Syracuse, N. Y.

Central Ohio: Miss Kay Kauffman, 55 East State Street, Columbus, Ohio

Chicago: Mrs. Ada Y. Hicks, Bowen Country club, Waukegan, Ill.

Colorado: Mrs. Evelyn Hayden, 1260 Albion, Denver, Colo.

Hawaii: Elizabeth Whittemore, G. S. of Oahu, 1641 S. Beretania St., T.H.

Indiana: Raymond C. Bogden, Boys' Club, Muncie, Ind.

Iowa: J. W. Norfolk, BSA, Mason City, Iowa

Maryland: Mary E. Church, 827 St. Paul St., Baltimore, Md.

Lake Erie: Arthur A. Beduhn, 3016 Woodbury, Shaker Heights, Ohio.

Louisiana: C. J. Phayer, Camp Namequoit, Lou. State Univ., Baton Rouge, La.

Inland Empire: Glen Hegdahl, 827 1st Ave., Spokane, Wash.

Michigan: R. D. Miller, 2556 Parkwood, Toledo, Ohio

Minnesota: Lyndon Cedarblade, 2723 E. 38th Street, Minneapolis 14, Minn.

Missouri Valley: Miss Janet Murray, 1020 McGee Street, Rm. 201, Kansas City 6, Mo.

Nebraska: Miss Hortense Geisler, 416 Sunderland Bldg., Omaha 2, Nebr.

New England: S. Max Nelson, 110 White St., East Boston, Mass. New Jersey: Louise M. Arangis, 820 Broad Street, Newark, N. J.

New York: Edward M. Healy, 48 Jane St., New York, N. Y.

Northeastern New York: Miss Jean Tanguary, Camp Fire Girls, 87 Third St., Troy, N. Y.

Northern California: Dr. Paul Leonard, San Francisco State Coll., San Francisco, Calif.

Ohio Valley: Sara Frebis, 213 Dixie Terminal Bldg., Cincinnati 2, Ohio.

Oklahoma: Miss Henrietta Greenberg, Dept. of Physical Education, University of Oklahoma, Norman, Oklahoma.

Oregon: Jim Monroe, 1009 Southwest 5, % Boy Scouts, Portland 4, Ore.

Pennsylvania: Mr. W. V. Rutherford, Boy Scouts of America, 22nd and Winter Streets, Philadelphia 3, Pa.

St. Louis: Mrs. Ruth Becker, 8040 Davis Drive, Clayton 5, Mo.

San Diego: Edwin E. Pumala, City County Camp Commission, Civic Center, San Diego 1, Calif.

San Joaquin: Mr. C. F. Mueller, YMCA, 1715 - 11th St., Reedley, Calif.

Southeastern: Miss Mary W. Gwynn, Brevard, N.C.

Southern California: Kenneth Zinn, YMCA, Los Angeles, Calif.

Southwest: Mr. Orrin Blanchard, YMCA, Houston, Texas

Tennessee Valley: Henry G. Hart, Division of State Parks, 310 State Office Bldg., Nashville, Tenn.

Tri-State: James L. Bagby, Lambuth College, Jackson, Tenn.

Wasatch: Rock Kirkham, National Director of L.D.S. Service, B.S.A., 50 No. Main St., Salt Lake City, Utah.

Washington: W. D. Rounsavell, B.S.A., 5118 Arcade Bldg., Seattle 1, Wash.

Wisconsin: R. Alice Drought, Auer Park, Pewaukee, Wisconsin.

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## Rooks

Reviewed by Reynold Carlson Chairman ACA Studies and Research Committee

### **Extending Education Through Camping**

Report of the school camp experiment authorized by The Board of Education of the City of New York conducted in cooperation with Life Camps, Inc. Obtainable from Life Camps, Inc., 369 Lexington Ave., New York City; \$1.50.

This volume marks one of the first serious attempts to measure the values of the school camp and should be of tremendous value to all those interested in the expansion of the camping movement.

Two classes, one a fifth and one a seventh grade, were selected to attend a three-week camp, and two similar classes in the schools were designated as control groups. The experiment was designed to try to determine the values of the camp experience. During the camp period the experimental group participated in a camp-type program, living in small camps, doing part of their own cooking, swimming, hiking, participating in exploration trips, etc. Leadership was provided by Life Camps and the two teachers of the classes, who had previously received training at National Camp.

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Following the camp period, careful evaluation of the experience was made. Parents, campers, counselors and school administrators all contributed to this evaluation. Tests were given in nature study, arithmetic, vocabulary and an interest inventory. Results were significantly in favor of the camp groups over the classes that had stayed in school.

"School-Time in Camp" is the title of the 16 mm. sound film in color made during this exciting experiment. The camera follows the children from the departure in buses from the city to arrival at camp, and takes them through their daily activities.

This film story may be either purchased for \$135.00 or rented for \$6.00 through Life Camps Inc., at the above address.

### Adventure into Friendship-A Program for Junior High Camps

By Rodney M. Britten: Judson Press, 1703 Chestnut St., Philadelphia; 1948; 125 pp.

Camping as Christian groupliving in the outdoors, shared by campers and counselors alike, is the theme of this well-written, practical manual for church camps. Designed "to assist counselors and camp directors in producing a type of Christian camp experience which will have the most meaning while the young person is in camp, and which will make the greatest contribution to the personal life of the camper in his home, church, and community," the book covers, with many apt anecdotes, problems of general administration and daily program plans.

### Motion Pictures for Summer Camp

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By Charles Tyrrell. Published by Audio - Visual Center, Indiana University, Bloomington, Ind.; March, 1948; Mimeographed bulletin, 18 pp. Available on request to those sending large self-addressed envelopes and 9¢ in stamps.

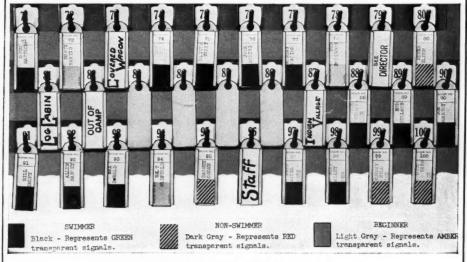
Films not merely for entertainment but for improving instruction in skills and for character education are listed in this bibliography. Fields covered are: arts and crafts, nature lore, sports, health and safety, personal and social adjustments, international and intercultural relations, camp programs, music and dance, camp singing, training of staff, youth organizations, and formal classwork. Each film listed is briefly described and rental rates given.

### How to Live in the Woods

By Homer Halsted; Little, Brown and Co., 34 Beacon St., Boston 6, Mass.; 1948; 249 pp., \$2.75.

Especially helpful to beginners is this volume, which is concerned with enjoying the woods by equipping for fun and convenience, using the benefits of modern developments. A discussion of equipment needed forms the bulk of the book. Included are: personal apparel; bedding; camping equipment; outfits for travel by back-pack, car and cance. Here, too, you will find instruction on what to do when lost, how to make camp and live in it, |

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first aid, and food menus and recipes.

### The Trip Camp Book

Published by Girl Scouts, 155 E. 44th St., New York City 17; 1947; 72 pp.; 75¢. (Girl Scout Catalog No. 20-602.)

Leaders of older youth, boys as well as girls, will find this compact booklet crowded with helpful suggestions. A trip camp is defined as 'a specialized itinerant camp of several days taken by a group that travels from place to place and sets up its camp en route." It is for skilled campers. It may be taken on foot or horseback, by boat, canoe, bicycle, motor, or wagon. All these kinds of trips are described, along with ways of planning and administering a trip camp program. Trip camp standards for Girl Scouts are given.

### Nature Quests and Quizzes

By Raymond T. Fuller; The John Day Co., New York City; 1948; 64 pp., \$1.50.

Making a game out of nature observation, this booklet should appeal to young readers of northeastern United States. 100 "quests" and 100 questions, with a system for scoring oneself, are herein. The quests, suited to various seasons, involve nature activities which may take months or even years to complete. Highly varied, they urge the reader to do such things as to learn how katydids talk, to train a chipmunk to eat from the hand, and to camp out overnight in winter snow. The 100 questions, with answers, occupy but a small part of the book and are put in "for fun."

### **Activities for Summer Camps**

The Arts Cooperative Service, 340 Amsterdam Ave., New York City 24; 1948; 89 pp.; \$1.25.

Many authors contribute to this excellent little book, which is concerned chiefly with ideas in the fields of arts and crafts, nature study, music, and dramatics. Emphasis is given to dependence upon the natural environment for inspiration and materials. Truly creative projects growing out of the child's camp experiences are stressed. Counselors will find herein many practical helps.

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## News Notes

### Centers for Rating Riding Instructors Set Up

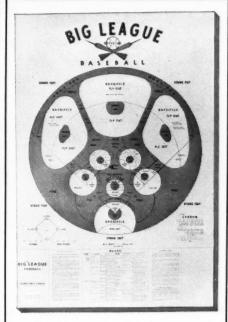
For a number of years and from many sources, requests have come for some method of certification of riding instructors and standardization of material and method so that safety and progress may be assured to the pupil and so that horses may be treated well instead of suffering from the abuse of the well intentioned but uneducated rider.

The National Section on Women's Athletics of the AAH PER has done much to promote the proper conduct of all sports for girls and women. Through its Sub-Committee on Riding it is now attempting to meet the criticisms of riding instruction and diversity of standards as far as educational institutions are concerned.

So far, the teaching of riding has often been more confusing than helpful because of many different styles of mounts, equipment and instruction. The Sub-Committee on Riding believes that there are certain fundamental concepts in any type of good riding which are basic. They fall into two areas: 1) position or how to sit on one's horse with reasonable security and without abusing the animal; 2) control, or how to gain efficient management of one's mount with due consideration for his physical, mental and emotional make-up. Standards to cover these two points were drawn up by the Sub-Committee on Riding which was then authorized to proceed with the plan for rating instructors of riding through affiliation with the Women's National Officials Rating Committee, which serves many other sports in this capacity.

The standards as set forth in the Sub-Committee's plan will be given in detail in the Riding Section of the Individual Sports Guide which is due off the press in May.

Two centers for rating instructors of riding will be established this summer. The ratings will be preceded by short intensive courses of instruction which should provide the experienced rider with the necessary theory (knowledge)



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One center will be at Sweet Briar College, Sweet Briar, Va., early in June; the other at Vassar College, Poughkeepsie, N. Y., in late August, perhaps running into September. Details are not complete as this article goes to press, but plans indicate that the course at Sweet Brian will run approximately one week, followed by ratings. The cost, which will include board, room, instruction, rating and use of horses and equipment will not exceed \$60. The Sub-Committee on Riding will welcome the support of camp directors in promoting this work through calling it to the attention of their riding counselors. Further information may be secured from Miss Harriet H. Rogers, Chairman of the Sub-Committee on Riding. N.S.W.A., Sweet Briar, Va.

### Fog Control of Pests

Most camp directors are agreed that control of flies, mosquitoes and other pests is a most important administrative problem. Todd Shipyards Corp., Combustion Equipment Division, 81-16 45th Ave., Elmhurst, Queens, L. I., N. Y., believe that camp experiences with a type of fog control of these pests prove this method to be the answer to this perennial problem.

For many years protection against insects was sketchy at the best because cost of chemicals and labor prohibited large-scale, complete outdoor treatment. Then out of the march of industrial progress during the war came the aerosol method of control. Spraying was sometimes adequate for heavy outdoor applications, leaving a residue which might last from a few days to a few weeks depending on how much rain, wind and sunlight interfered, but it was slow, cumbersome. restricted and expensive. But it was still impractical to cover "every square inch of space."

This becomes possible with the new form of pest control—periodic application of DDT in fog form, using a "Tifa" machine, which may be obtained in several ways by camp operators. They may buy a

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machine outright and assign its simple operation to an employee or perhaps even to campers themselves. They may contract with a professional pest-control operator or "custom fogger" who services neighboring camps and resorts; or they can arrange with a number of camps in a given area to buy a machine cooperatively and move it around on a prearranged schedule. All of these plans have been successfully used by camps in recent years.

Popular ingredients used in the fog machine, for fly and mosquito control, are 5% to 10% DDT in kerosene. Pyrethrine and chlordane may be added, should it be necessary to control cockroaches or grasshoppers.

With the fogging method, it is stated, camps can not only cover the entire camp of average size in a few hours but, without soiling or staining, treat the inside of every tent or building with a proper chemical-laden fog which penetrates every nook and cranny inaccessible by other methods.

### Stamps Promote Wildlife Conservation

The National Wildlife Foundation, 3308 14th St. N. W., Washington, D. C., is offering a sheet of 36 stamps of wildlife and plant life subjects in beautiful colors, together with an album contain-



ing descriptions of the different subjects with space for your campers to paste the corresponding stamp. The album sells for 50 cents and the sheet of stamps for one dollar.

### Baseball Dart Game Uses Skill

"Big League" is a new baseball dart game devised by W. D. Heintz,

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### **England Invites You**

The Camping Clubs of Great Britain and Ireland have extended a very cordial invitation to camping people in this country to attend the 17th International Rally and Congress of Campers belonging to the International Federation of Camping Clubs. It is to be held in Bushy Park, Hampton Court, London, England, July 29th to August 14th, in conjunction with the Olympic Games which are being held in Wembly Stadium.

Camping facilities will be available, with arrangements for members of the Camp either to buy their own provisions, or to eat in the res-

taurant on the grounds.

Further particulars should be obtained from M. P. Lindsey, Chairman of the Organizing Committee, International Rally and Congress, 38 Grosvenor Gardens, London, S.W.1, England.

### NRA Develops New **Breakable Bullseyes**

Designed to add a new interest to riflery practice, the National Rifle Association, 1600 Rhode Island Avenue, N.W., Washington 6, D. C., has developed what it states is a very satisfactory breakable target that can be used safely anywhere it is safe to shoot a gun.

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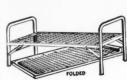
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and Health Education will be conducted this year from August 31 through Sept. 14, at Camp Tanamakoon, Algonquin Park, Ontario. The purpose of the camp course is to enable students to obtain the skills and fundamental understanding of organized camping necessary for professional leadership.

### **New Low-Priced Aerosol**

Gulf Oil Corp., Gulf Bldg., Pittsburgh, Pa., have brought a new low-priced, low-pressure type of aerosol on the market. Using a light-weight tin plate instead of heavy steel, the new container is said to resemble an ordinary tin can with a push-button release set on a concave head. The manufacturers state that a reduction in cost has been made possible by development of new propellent gases and the new type dispenser and that the former Gulfspray formula has not been changed.

### New Adhesive Reduces Irritation

An improved athletic tape has been introduced by the Seamless Rubber Co., New Haven, Conn., under the name of Pro-Cap Athletic Tape. To reduce the irritant effect upon the skin by ordinary adhesives, caused by the growth of certain microorganisms, exhaustive research led to the discovery that two substances, zinc propionate and zinc caprylate, would impart to adhesive tape the desired protective qualities, without impairing its adhesive properties. The new Pro-Cap tape, containing these two fatty acid salts, is said to have cut down adhesive irritations of various degrees, in many clinical tests.

### **Get-Acquainted Folders Available**

The Judson Press, 1701 Chestnut St., Philadelphia, have recently brought out two camper check lists. One, "Let's Get Acquainted," a folder to be filled out by the camper before going to camp, lists his personal characteristics, tastes and hobbies; the other "Toward Better Health" is a medical record to be filled out by parent and doctor. Samples of these two attractive folders may be obtained by writing the Judson Press at the above address. Prices of each folder are \$2.50 a hundred.





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### Help Wanted

EXPERIENCED ARTS AND CRAFTS and nature counselor wanted for boys' camp located in the Missouri Ozarks; 8 week term starting June 27. State age experience and salary. Write Ben J. State age. Kessler, 7540 Wellington Way, Clayton 5. Mo.

POSITION FOR 1949—in leadership capacity for New England girls' camp — Jewish — Camping experience and following essential. This is a permanent connection for the right person. Write full details to Box 644, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

DO YOU HAVE A CAMP FOLLOWING? Established camp seeking additional following. Will pay liberally. For details, write E. S. Phelan, 150 Wilson Ave., Kearny, N. J.

### Position Wanted

RESPONSIBLE CAMP POSITION wanted by experienced man, having served as counselor of most camp activities, head counselor and program director in wellorganized camps. Regularly employed by the Bolles School (for boys) as junior school athletic and recreational director. Have M.A. degree in physical education and boys' work. Must have quarters for wife and two boys—ages 4 and 5. Write Emile Roth, The Bolles School, Jacksonville, Fla.

### Camp Wanted

MAN AND WIFE are interested in buying an established girls' camp for the 1949 season. Prefer Minnesota or Wisconsin area. Must be in good canoe consin area. country. Would like to inspect camp this summer. Address Box 646, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

### Camps Available

CALIFORNIA MOUNTAIN CAMP SITE, formerly Girl Scout Camp. Sixteen acres, beautifully timbered, rolling land, run-ning stream, water system, swimming pool, several buildings, including kitchen. 150 miles from San Francisco, near Highway 40, in historical mining country. Write Berkeley Girl Scouts, 1810 Shattuck Ave., Berkeley 9, Calif.

BEAUTIFUL CAMP FOR GIRLS on historic island in Lake Erie. See it in operation. Available at close of season. Excellent for hunting and fishing parties for fall and winter. See January issue of Camping Magazine for details. Write Box 584 Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

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